

July 1, 1993  
LCMR Final Status Report

LCMR WORK PROGRAM 1993

I. Environmental Education for Handicapped  
Education 87

Program Manager: Marty Cushing, Executive Director  
Vinland National Center  
Lake Independence  
P.O. Box 308  
Loretto, Minnesota 55357  
612/479-3555

A. M.L. 91 Ch 254 Sec 14 Subd. 5(k)  
Appropriation: \$130,000  
Balance: \$0

Environmental Education for Handicapped: This appropriation is to the Commissioner of Education for a grant to Vinland National Center to develop a program model in environmental education, including education of persons with disabilities, and to teach the model to educators, environmentalists and the disability community.

B. N/A  
C. N/A

II. Narrative

Although the disability community is Minnesota's largest minority, no initiative is in place to address the unique needs of persons with disabilities and ensure their involvement in educational and community environmental initiatives. Existing environmental education curriculum needs to be adapted to fit the needs of the disability community and teachers must be taught to teach environmental education to persons with special needs.

III. Objectives

- A. To develop an environmental education curriculum appropriate for persons with disabilities.
- A1. Narrative: Modifying selected existing environmental education curriculum, consistent with Model Environmental Learner Outcomes, for the disability community to strengthen personal appreciation for the environment, an understanding of global environmental issues, and an understanding of environmental issues in everyday life.
- A2. Procedures:
- a. Adapt selected environmental education curriculum materials. Curriculum would include the use of solid waste disposal, wetlands preparation, water quality, energy conservation, wildlife preservation, recycling and so on.
  - b. Establish and implement in the Vinland programs and curriculum to heighten awareness of environment in everyday life which is replicable and can be used in residential and community-based programs for persons with disabilities.
  - c. Serve 100+ persons with disabilities to test the effectiveness of the curriculum.
- A3. Budget:
- |                                 |            |
|---------------------------------|------------|
| Beginning Balance               | \$5,285.00 |
| Expenses (July - December 1992) | \$5,285.00 |
| Remaining Balance               | \$0        |
- A4. Timeline: 7/91 1/92 7/92 1/93 7/93
- |                      |       |
|----------------------|-------|
| Dev. Curriculum      | ***** |
| Implement Curriculum | ***** |
| Test Curriculum      | ***** |
- A5. Status:
- a. Conducted extensive literature review of existing curriculum in three areas (personal appreciation for the environment, an understanding of environmental issues in everyday life, and understanding of global environmental issues) and principles of inclusion and adaptation. This included two E.R.I.C. searches at the University of Minnesota library and reading of over 150 sources.

- b. Compiled annotated bibliography (submitted 1-1-92) that identifies ten pieces of literature which were helpful in designing the Vinland model environmental education curriculum and would be useful resources for Vinland curriculum users. A copy of this bibliography is included in the Vinland curriculum.
- c. Established connections for future collaborative efforts with a variety of professionals in the rehabilitation, environmental, and education fields.
- d. Conducted forum on 1-15-92 for 18 rehabilitation, environmental, and education professionals. Prepared three curriculum models and facilitated discussion groups to solicit feedback on the usability, strengths, and layout of each proposed model. Strong group preference for one curriculum model and format determined final design of Vinland curriculum. Specific recommendations by forum participants that were adopted include:
  - Curriculum should include both indoor and outdoor activities and emphasize interactive, sensory activities.
  - Curriculum, whenever possible, should include all actual materials and information needed for implementation of the activities.
  - Curriculum should include suggestions for warm-up activities, ways to promote acceptance of people with disabilities, and specifics about possible adaptations. To emphasize the importance of this information, it should precede the actual environmental education activities and be considered "required reading."
  - Language should be inclusive with emphasis on discussion (learning from each other), simple activities, and useable concepts.
  - Each Unit in the curriculum should have a single environmental theme or subject matter, and all activities in each Unit should relate to that theme, instead of having each activity focus on a separate environmental topic that is unconnected to the other activities in the Unit.

- e. Curriculum development using the model selected at the January forum began in February 1992 and continued simultaneously with evaluation. There were three evaluation phases.

- f. Phase One of Evaluation: Between February and June 1992, the Vinland model environmental education curriculum was implemented in Vinland programs both on- and off-site to evaluate its effectiveness with a variety of disability populations. As each Unit was developed, it was implemented and different adaptations were utilized. A total of 165 participants were part of this evaluation phase, 100 of whom were disabled.

Specific disability populations included in this evaluation included youth and adults with emotional and behavioral disorders, fetal alcohol syndrome, attention deficit disorder, mental illness, chemical dependency, physical disabilities, chronic pain syndrome, learning disabilities, visual impairments, developmental disabilities, traumatic brain injury, and post-traumatic stress syndrome. Some participants had dual or multiple diagnoses of two or more disabilities.

Comments and feedback from program participants, accompanying agency staff, and Vinland staff on each curriculum activity were solicited, summarized, and incorporated into the curriculum on an ongoing basis.

An evaluation summary (program dates, ages, and disabilities of participants, subject matter, and numbers served) was included with the July 1, 1992 status report.

- g. Phase Two of Evaluation: Phase Two of Evaluation included a formal critique of the Vinland model curriculum by five selected professionals and three consumers (persons with disabilities).

In August and September the curriculum was reviewed by Dr. John Rynders, Professor of Special Education, University of Minnesota; Anna Pidgeon, Program Director, Bell Museum; Laurie Allman, Senior Naturalist, Carpenter Nature Center; Peg Carlson, Certified Therapeutic Recreation Specialist, Tamarack Rehabilitation; Jonathon

Burris, Lawyer, Environmental Education Advisory Board; and Robert Renneberg, Sandy Forcier, and Ric Jost (consumers).

Professional and consumer reviewers evaluated the curriculum from the perspective of their particular area of expertise. Their input was diverse and extensive and included suggestions on such things as the presentation of disability information and adaptations, inclusive language, definitions of terms used, ways to apply environmental concepts taught to daily life choices, age appropriateness of certain activities, ways to better teach an attitude of respect for the environment, ways to frame student discussions to teach certain values, and places where clarification, more specifics, or further references were needed.

Comments and feedback from these professionals and consumers was collected and incorporated into the final working draft of the Vinland environmental education curriculum in October and November 1992.

- e. Phase Three of Evaluation: The final phase of evaluation was site-testing the Vinland model curriculum by having selected education, rehabilitation, and environmental professionals implement the Vinland model curriculum with their populations in their settings.

The following persons site-tested the Vinland curriculum between January and May 1993: Sue Buettgen, Lowry Nature Center; Pam Argus, Edenwood Retreat Center; and Tria Vikesland, Eden Prairie Community Center. Dan Mattson from Dowling School and Adele Binning from the Science Museum of Minnesota originally agreed to site-test the curriculum but were unable to do so.

Each site-tester was given an evaluation form on which to record feedback about their experience using the Vinland environmental education curriculum. This feedback was incorporated into the final curriculum.

- f. Curriculum development during Fall 1992 focused on incorporating model learner outcomes, disability information, suggested adaptations for each activity, information on how to adapt other non-inclusive curricula, feedback from participants and reviewers involved in evaluation phases one and two, and editing and formatting.

- g. Curriculum finalization efforts during Spring 1993 focused on incorporating feedback from the March and April training workshops and site evaluations, editing and formatting, and securing written permission from original sources of material on which our adapted activities were based to use their material.

- A6. Benefits: Materials and curriculum which are effective in incorporating environmental education into the lives of persons with disabilities.

- B. To ensure that professionals and the disability community are aware of the special needs and resources for the disability community in environmental education.

- B1. Narrative: Educate teachers, environmentalists and the disability community about the importance of environmental education for persons with disabilities and the adapted curriculum available to do so.

- B2. Procedures:

- a. Conduct in-service sessions in conjunction with the Department, Teachers Associations and other networks.  
b. Distribute curriculum and educational materials developed in this project.  
c. Present to ongoing conferences.  
d. Publish articles in existing newsletters.

- B3. Budget:

Beginning Balance	\$14,768.00
Expenses (July - December 1992)	\$14,768.00
Remaining Balance	\$0

- B4. Timeline: 7/91 1/92 7/92 1/93 7/93

Conduct Seminars \*\*\*\*\*  
Distribute Materials \*\*\*\*\*  
Conferences and Articles \*\*\*\*\*

- B5. Status:

- a. During the first quarter of the project, information describing the intent and purpose of the project were submitted to publications such as the Minnesota Naturalist Association newsletter and IMPACT, the Institute for Community Integration newsletter.

- a. Much of the second project year was dedicated to training professionals in the education, rehabilitation, and environmental fields on the importance of inclusion of persons with disabilities in the environmental initiative and preparing them to use the Vinland environmental education curriculum in their settings.

Training content included:

- disability awareness to help professionals examine their attitudes, achieve a comfort level about including persons with disabilities in their programs, and learn teaching strategies that facilitate inclusion,
- an introduction to environmental education (for appropriate groups),
- an introduction to the Vinland model curriculum and how to use it,
- information about how to adapt activities in other non-inclusive curriculums, and
- hands-on experience implementing a curriculum activity with persons with disabilities.

- b. Type One Training: Three workshops were offered between January and April 1993, one targeting in-class educators (February 19), one targeting environmental professionals (March 12), and one targeting rehabilitation professionals (April 23).

Separate mailings were done five weeks prior to each workshop, and potential participants were given the option of attending any date that was convenient. Audiences were mixed for each workshop. Training content areas are defined above. During Fall 1992, training materials were prepared, mailing d-bases completed, and workshop flyers designed.

Over 1,000 flyers were sent to educators inviting them to the February 19 workshop. Despite this extensive mailing, the workshop was canceled for lack of registration one week prior to the

workshop date. The three people who had registered made arrangements to attend the March or April workshop.

The March 12 (18 participants) and April 23 (34 participants) workshops included a mixture of environmentalists, rehabilitation professionals, and educators, almost all of whom are in a position to implement the Vinland curriculum with groups in their respective settings.

Feedback from participants about the workshops was positive and indicated their readiness to begin offering environmental education to the persons they serve and/or include persons with disabilities in the environmental education activities they offer. Their constructive suggestions were incorporated into the final version of the Vinland curriculum when appropriate.

Following are some quotes from workshop participants:

- "I've looked at several environmental education guides, and this is the first that is inclusive."
- "The thing I learned (relearned) is that everyone can learn from each other, whatever your abilities."
- The workshop was a great refresher and had new ideas. Being able to learn about disabilities that I'm not familiar with and working with the adaptations in activities was an excellent experience."
- "I am looking forward to receiving the curriculum. I enjoyed the panel participants and their willingness to share and am slowly becoming more comfortable."
- "Maybe I should have circled 10 in each category. I found the workshop quite enlightening and thoroughly enjoyable."

Workshop participants were given the option of an individualized consultation at their facility or school to facilitate their ability to implement

the Vinland curriculum.

All workshop participants will be given a copy of the Vinland curriculum when it is ready for dissemination in July 1993.

- c. Type Two Training: Type Two Training refers to information presented by project staff at conferences sponsored by other professional organizations. This information either made conference participants aware of resources available through the Vinland LCMR project (through an exhibit) or prepared conference participants to work with persons with disabilities and use the Vinland curriculum (through a training session).

Type Two training included:

- Exhibit at NAASLN (National Association for Adults with Special Learning Needs) Conference on August 13 - 14, 1992 at the St. Paul Radisson Hotel. Conference participants were educators, special educators, and rehabilitation professionals.
- Quick/Hot Tip Roundtable presentation entitled "Inclusive Environmental Education Programming for Persons with Disabilities" at the Multi-State Community Education Conference on June 22, 1992 at Madden's Resort in Brainerd. Conference participants were community educators.
- Training session at Statewide Community Education Conference entitled "Serving Special Populations Through Environmental Education" on October 22, 1992 at Madden's Resort in Brainerd. Conference participants were educators and community educators.
- Training session at Office of Environmental Education Conference entitled "How to Include Persons with Disabilities" on November 6, 1992 at Cragun's Resort in Brainerd. Conference participants were environmental and rehabilitation professionals.
- Information about Vinland curriculum and upcoming workshops was presented at Wilderness Inquiry "Integration Training"

workshop for Suburban Hennepin Regional Park District staff on December 1 and 3, 1992, at Eastman Nature Center. Program participants were interpreters, naturalists, and recreation therapists.

Training session participants were given an evaluation form on which to record feedback, and explanatory flyers were distributed in exhibit/informational situations.

- d. Type Three Training: Vinland provided consultation and training to individual facilities and schools between January and June 1993.

The purpose of this consultation and training was to prepare staff at the selected facility or school to implement the Vinland curriculum with their population at their site.

The following places were provided with individualized consultation and training:

Schools:

- Dowling School on May 3, 1993 (13 teachers)
- Como Elementary School on May 17, 1993 (1 teacher)
- Expo for Excellence School on May 26 (6 teachers)

Environmental Facilities:

- Wilder Forest on April 6, 1993 (13 staff)
- Eastman Nature Center in Elm Creek Park Preserve on April 7, 1993 (4 staff)
- Northwest Audubon Center on April 12, 1993 (6 staff)
- Richardson Nature Center in Hyland Park Preserve on April 21, 1993 (7 staff)

Rehabilitation Facilities:

- Kelly Institute, a facility for persons with dual diagnosis of mental illness and chemical dependency, on January 28, 1993 (4 staff)
- Janus Residence, a facility for persons with mental illness, on March 26, 1993 (6 staff)
- Transformation House, a facility for persons with chemical dependency, on April 6, 1993 (11 staff)
- Nancy Page Program, a facility for persons with mental illness, on April 27, 1993 (8 staff)
- Arrigoni West, a facility for persons with traumatic brain injury and/or chemical dependency, on April 27, 1993 ((4 staff)
- March House, a facility for persons with mental illness, on April 28, 1993 (7 staff)
- Partnership Resources, a facility for persons with mental retardation and physical disabilities, on June 1, 1993 (17 staff)
- University Day Community and City Quest Program, an alternative school for disadvantaged youth with emotional/behavioral disorders, on June 3, 1993 (7 staff)
- Nekton, a facility for persons with cognitive deficits, on June 16, 1993 (6 staff)
- Home Away, a facility for dysfunctional youth with emotional/behavioral disorders, was originally scheduled for June but had to be rescheduled for September 21 at agency's request (10-17 staff projected plus clients)

After individual consultations, facility staff/teachers were given a feedback form on which to record their evaluation of the training session.

Each school and facility that received an individual consultation will receive two copies of the Vinland curriculum.

- e. Type Four Training: Vinland conducted informational presentations for persons with disabilities to foster their interest in environmental issues.

When consultation and training was done with staff at rehabilitation facilities, presentations were made to the special populations present at these facilities: Kelly Institute, Transformation House, Nancy Page Program, March House, University Day and City Quest Program, and Nekton. This served a dual purpose of raising their level of environmental awareness and creating an interest in the Vinland curriculum activities that would be presented by their facility staff.

An informational presentation to encourage a sense of environmental stewardship was made as part of an Earth Day Event at Highland Lake Regional Park on Sunday, April 25, 1993. An integrated group of about 230 people with and without disabilities was present.

Vinland staff continues on an ongoing basis to incorporate into its programs for people with disabilities information about why each person should appreciate and care for the environment as well as actual environmental education activities.

- f. Significance: As a result of training efforts which reached 63 educators, 113 environmental professionals, 111 rehabilitation professionals, and almost 200 people with disabilities, a major step was taken to promote the inclusion of people with disabilities in the environmental initiative.

A primary obstacle to inclusion is attitudinal barriers and social discrimination. For those professionals who had no or limited exposure to people with disabilities, the disability awareness training provided through this project broke down these barriers by teaching disability etiquette, respectful language, how to avoid confusion and miscommunication, and appreciating the richness of diversity. The "people first" approach stressed abilities and similarities rather than differences.

The process of working with people with disabilities was de-mystified. Professionals were given concrete tools to facilitate inclusion, including integration approaches, types of adaptations, guidelines for making adaptations, teaching techniques that promote an atmosphere of inclusion and acceptance, general principles for working with groups of varying abilities, disability fact sheets, and an annotated bibliography. These tools, plus a positive and accepting attitude, prepared professionals to teach environmental education to integrated groups of people with and without disabilities.

For non-environmental professionals who received training, the process of teaching environmental education was de-mystified. They learned the importance of environmental stewardship, why people with disabilities should be included in environmental efforts, and the therapeutic benefits of including environmental education in treatment programming provided to clients at rehabilitation facilities.

As a result of all of the above, potentially thousands of people with disabilities will be included in environmental activities, often for the first time, and will respond by taking positive environmental actions, making wiser decisions, or simply appreciating the environment. Educators and rehabilitation professionals who work with people with disabilities will have an increased investment in empowering the disability community to participate in the environmental initiative. Environmental professionals will be more comfortable including people with disabilities in the activities they offer and more proactive in reaching out to encourage their participation.

The end result will be greater inclusion of people with disabilities in the environmental initiative, an area of community life that has typically been unavailable to them. And inclusion, more effectively than anything else, promotes positive attitudes and comfort with differentness.

B6. Benefits:

- a. Heighten awareness of the importance of environmental education in the lives of persons with disabilities and the resources available.
- b. A forum in which environmentalists, educators and the disability community can begin a dialogue concerning environmental education.

C. To maximize the possibility of replicating this project throughout the State of Minnesota.

C1. Narrative: Providing and distributing materials so that this project can be replicated in Minnesota communities.

C2. Procedures:

- a. Write, edit and finalize materials.
- b. Print and disseminate materials through existing networks.
- c. Publicize the materials and its use through conferences and offerings to the Department of Education.

C3. Budget:

Beginning Balance	\$12,536.00
Expenses (July - December 1992)	\$12,536.00
Remaining Balance	\$0

C4. Timeline: 7/91 1/92 7/92 1/93 7/93

Write materials	*****
Disseminate materials	*****

C5. Status:

- a. The final version of the "Celebrate the Earth" is complete and will be duplicated by July 15.
- b. The almost 300 professionals who participated in project training or curriculum evaluation will each receive a copy of "Celebrate the Earth."
- c. An article and/or press release informing people of the purpose and availability of the curriculum "Celebrate the Earth" will be sent to twenty

publications for professionals in the education, rehabilitation, and environmental fields during July 1993.

- d. Significance: The Vinland curriculum "Celebrate the Earth" was designed to be a comprehensive document that would give people who are not disability specialists tools to work with people with disabilities and people who are not environmental specialists tools to include environmental education activities in their programming.

To facilitate use of the curriculum by people with limited exposure to the disability community, "Celebrate the Earth" includes information about integration techniques, guidelines for adapting activities and working with inclusive groups, suggested adaptations for each activity for a specific disability, teaching strategies that promote an atmosphere of inclusion and acceptance, factual information and suggested resources about different disabilities, and an annotated bibliography.

To facilitate use of the curriculum by people who do not have expertise in environmental education, "Celebrate the Earth" includes age-specific environmental activities that encompass both indoor and outdoor options, all materials and information needed for implementation, and simple and useable concepts.

In short, "Celebrate the Earth" was designed to be a starting point and an easy-to-use "first step" for different groups of professionals. No other supplemental materials should be necessary to enable other professionals to replicate this project.

As environmental and education professionals begin to include people with disabilities, their skill and confidence in inclusion will grow. As rehabilitation professionals begin to include environmental education activities in the programming they provide for their client populations, they will recognize the therapeutic benefits of these activities. It is not only people with disabilities who will benefit as they learn to appreciate and understand their natural

environment. The environment will benefit as the largest minority --people with disabilities-- learns to make wiser use of our natural resources and environmentally sensitive decisions.

C6. Benefits:

Materials which detail the model and provide the base for replication throughout Minnesota communities.

## PROJECT DISSEMINATION

(Publications to receive articles and/or press releases)

### ENVIRONMENTAL PUBLICATIONS

- American Camping Association  
4132 - 88th Lane NE  
Circle Pines, MN 55014  
  
784-5400 or 1-800-842-0308
- Keeping Up (MRPA monthly newsletter)  
Clifton French, Editor  
5005 West 36 Street  
St. Louis Park, MN 55416-2661  
  
920-6906  
920-6766 (fax)
- MNA newsletter (Minnesota Naturalist Association)  
Patty McDonald, Editor  
c/o Wood Lake Nature Center  
735 Lake Shore Drive  
Richfield, MN 55423
- ENFO (MN Environmental Initiative newsletter)  
Toby Dayton  
10 South 5th Street, #415  
Minneapolis, MN 55402  
  
338-3828  
338-1876 (fax)
- The Minnesota Volunteer  
Circulation Department  
DNR  
500 Lafayette Road  
St. Paul, MN 55155-4046  
  
296-0902 (fax)  
Include daytime phone number when submitting articles

### REHABILITATION PUBLICATIONS

- Access Press  
Charlie Smith, Editor  
3338 University Avenue Southeast  
Minneapolis, MN 55414  
  
379-0989  
379-2730 (fax)  
Submit by 20th for publication following month
- Futurity  
Roger Strand, Editor  
Department of Administration  
Governor's Planning Council on Developmental Disabilities  
300 Centennial Office building  
658 Cedar Street  
St. Paul, MN 55155  
  
296-4018
- Independently Speaking (Metropolitan Center for Independent Living newsletter)  
Jeanne Crowe, Editor  
1600 University Avenue West, Suite 16  
St. Paul, MN 55104  
  
646-8342  
Published 10 times/year; next issue August
- The Connector  
Minnesota State Council on Disability  
Tom Brick, Editor  
121 East 7th Place, Suite 145  
St. Paul, MN 55101  
  
296-6785 or 296-3478  
Published three times/year
- Special Delivery  
Bloomington Office of Special Services  
Nancy Schuett, Editor  
9801 Penn Avenue South  
Bloomington, MN 55431  
  
881-5811  
887-9605 (fax)

- Transition in Minnesota  
CTIC Technical Assistance Project  
Institute on Community Integration  
University of Minnesota, 109 Pattee Hall  
150 Pillsbury Drive Southeast  
Minneapolis, MN 55455
- ARC Minnesota  
Newsletter Editor  
3225 Lyndale Avenue South  
Minneapolis, MN 55408  
  
827-5641
- MARF Bulletin  
Minnesota Association of Rehabilitation Facilities  
Attention: Valerie  
1821 University Avenue, Suite 190 South  
St. Paul, MN 55104  
  
Published once/month, goes to member organizations  
(primarily sheltered workshops)  
646-0900
- Northern Highlights  
Center for Independent Living  
2310 First Avenue  
Hibbing, MN 55746  
  
218-262-6675
- Special Needs Center  
Duluth Public Library  
520 West Superior Street  
Duluth, MN 55802  
  
218-723-3809
- DRAGNET  
Computerized information dissemination system people with  
disabilities and rehabilitation professionals  
  
753-1943  
To gain access, set terminal software to "ANSI Emulation"  
and communication parameters to "8N1", then dial number.

#### EDUCATION PUBLICATIONS

- IMPACT  
Institute on Community Integration  
University of Minnesota, 101 Pattee Hall  
150 Pillsbury Drive Southeast  
Minneapolis, MN 55455  
  
624-4848  
624-9344
- School Nature Area Project  
Gary Geason, Director or Nalani McCutcheon, EE Curriculum  
Specialist  
St. Olaf College  
1520 St. Olaf Avenue  
Northfield, MN 55057  
  
(507) 646-3599
- MEA Advocate (Minnesota Education Association newsletter)  
Tom Nordby, Editor  
41 Sherburne Avenue  
St. Paul, MN 55103  
  
227-9541  
10 issues/year; next issue late August
- Action (Minnesota Federation of Teachers publication)  
LuAnn Schmaus, Editor  
168 Aurora Avenue  
St. Paul, MN 55103  
  
227-8583  
10 issues/year; next issue late August

#### 1991 PROJECT ABSTRACT

FOR THE PERIOD ENDING JUNE 30, 1993

This project was supported by the MN Future Resources Fund (MS 116P.13)

TITLE: Environmental Education for Handicapped  
PROGRAM MANAGER: Marty Cushing, Executive Director, Vinland  
ORGANIZATION: Vinland National Center  
LEGAL CITATION: M.L. 91, Ch. 254, Art. 1, Sec. 14, Subd. 5  
(k)  
APPROP. AMOUNT: \$130,000

#### STATEMENT OF OBJECTIVES

To develop an environmental education curriculum appropriate for people with disabilities; to educate environmental, education, and rehabilitation professionals about the availability of the Vinland curriculum and the importance of environmental education for people with disabilities; and to disseminate the Vinland model curriculum to ensure maximum impact.

#### OVERALL PROJECT RESULTS

A model environmental education curriculum for people with disabilities, "Celebrate the Earth", was developed. It includes information about integration techniques, guidelines for adapting activities, and suggested adaptations for each activity in the curriculum. Evaluation of this model curriculum before its finalization included implementation in Vinland programs with 100 people with disabilities to evaluate its effectiveness with a variety of disability populations; a formal critique by four professionals and three consumers (persons with disabilities); and implementation of the curriculum by other selected professionals in their setting with their populations.

Much of the second project year was dedicated to training professionals in the education, environmental, and rehabilitation fields about the importance of inclusion of people with disabilities in the environmental initiative and preparing them to use "Celebrate the Earth" in their respective settings. As a result of workshops, training sessions, and individual facility consultations, training was provided for 63 educators, 113 environmental professionals, and 111 rehabilitation professionals.

#### PROJECT RESULTS USE AND DISSEMINATION

The almost 300 professionals who participated in project training or evaluation will each receive a copy of the curriculum; most of them plan to use "Celebrate the Earth" in their setting with their populations. In addition, articles and press releases informing people of the purpose and availability of the curriculum will be submitted to 20 publications for professionals in education, rehabilitation, or the environment.